

"CAN WE PUT ASIDE OUR PREFERENCES, OUR HOBBIES AND OUR BIASES, AND RISE TO THE CHALLENGE OF SERVING OUR EMPLOYERS AND OUR TRAINEES WHEN THE CHIPS ARE DOWN?"

THE 'WINDS OF CHANGE'

BY ROBERT
F. MAGER

Editor's Note: The following is a printed version of remarks presented by Dr. Mager at ASTD's 1977 National Conference, held last June in Atlanta.

In preparing my remarks for ASTD's 1977 National Conference in Atlanta last spring, the first thing I did was to review the talk I presented to this group back in 1969. Perhaps, I thought, there might be some comments that I could use in 1977. In 1969, among other things, I said "It seems to me that we are using more sophisticated and expensive equipment to achieve what often turn out to be wholly irrelevant objectives." Well, there's one comment that is at least as good today as it was then. So I set that one aside and went back to look for more.

I found that the main thrust of that 1969 talk was to illustrate the need for a performance analysis. I pointed out that if we agreed to

train every time we were asked to do so, we would often find ourselves using training as the wrong solution to problems of human performance. I illustrated the need for the performance analysis with some of the 1964-65 European experiences that led Peter Pipe and me to evolve the performance analysis procedure we described in a 1970 publication.

And, in concluding that 1969 ASTD talk, I suggested that a training department ought to be able to handle *all* of the skills associated with the solution of performance problems, so it wouldn't have to send managers to another store when training wasn't the answer. And then I suggested that trainers ought not to be satisfied to be called "training directors" just because *one* of their activities is training.

I suggested that those trainers who are competent in the use of available techniques might better call themselves something like director of human performance technology. (That wasn't a very clever title but it did suggest the broadening scope of the training

enterprise.)

"Well," I asked myself, "couldn't I just give the same talk today?" Has anything happened during the past eight years to make those 1969 comments obsolete? And, after reviewing recent history I was forced to answer in the affirmative. So many things have happened, in fact, that I had to start from scratch.

After reviewing the content of ASTD's convention program, I decided to use this time to mention a few trends, highlight a few results, pinpoint a few challenges, and describe an impending crisis that scares the heck out of me.

Trends and Events

One current trend evolves from the broadening of the craft of instruction, a craft that now includes a variety of analysis techniques, and an increase in the number of design strategies, delivery mechanisms, and implementation strategies. This increase in the number of tools in our training and performance tool box has led to a trend toward *specialization* of function. Where just a few years

ago we saw training departments consisting mainly of stand-up trainers, we have seen a blossoming of departments that include analysts, designers, and developers and evaluators, as well as those who specialize in classroom implementation.

I feel that this is a healthy trend (if not carried to extremes), because it allows the light of day into the design and implementation of instruction. Rather than assume a single individual to be equally competent in the skills of analysis and design and of implementation and evaluation, it provides a framework within which each of the functions can be performed by those who can do it best.

This trend toward specialization of function leads to another healthy change . . . one that prevents instructors from evaluating the effectiveness of their own work. Until now we have allowed instructors to throw together some sort of evaluation questionnaire which was hastily handed out at the very end of a course. More often than not, these forms were less concerned with the effectiveness of the instruction than they were with the theatrical skill of the instructor. Did the instructor speak loudly enough for everyone to hear? Was the instructor interesting? Did the instructor use visuals?

This assignment of specialists to the task of evaluation should lead to sharper, more effective instruction. After all, management is much more impressed by evidence of an instructor's effectiveness than by evidence of his or her popularity.

Behavior Principles

Another trend is that of the spread of *behavior management principles* from the laboratory and therapy room to the classroom. More and more instructors are trying to understand the nature of their trainees so that they might apply the basic reinforcement and modeling principles. There is more and more concern about what events might be used to reinforce desired student performance, more effort to search out and eliminate accidental punishers of desired performance. And there is

more concern with identifying the obstacles between the subject matter and the student.

There is more concern with appropriate modeling . . . an increase in the effort among instructors to practice what they are teaching. We haven't always done that, you know. It's been OK to take an attitude that says '*Don't do as I do, do as I say . . .*' the result of which was that we had hundreds of courses that *talked* about a subject . . . without ever giving students anything in the way of *practice* in that subject.

While there has always been *articulation* between industry and technical schools, there appears to be an increase in the communication between industry and the community colleges. Industry is the prime consumer of the community-college graduate, and while such articulation makes sense, there wasn't all that much of it in the past. The community colleges didn't talk much with industry about curricula, and industry didn't support the schools financially.

Now, the two are beginning to get together on matters of mutual interest. As one example, the Aerospace Education Foundation, with the blessing of the Department of Defense . . . and the financial assistance of industry . . . is making a variety of Air Force courses available to civilian schools. Many of these courses are as valid in civilian schools as in military schools. By making these courses available, both DOD and industry are helping schools with the difficult task of keeping curricula current. In addition, we get double duty from the tax dollars that developed the course materials in the first place. For another example you might review the recent IBM experience reported in the June issue of the *Training and Development Journal*.

An important trend is the growing concern for quality over quantity. Whereas the alleged success of a training function used to be reported in terms of the number of students processed per year . . . the number of films made . . . the number of courses designed . . . or

the number of favorable comments written on those old evaluation forms . . . we now see success reported in terms of money saved, errors reduced and competencies developed (just to mention a few).

This shift of emphasis from process to product, from instructional activity to instructional outcomes, may have the most far-reaching effect of all. It has already led to a trend away from the norm-referenced lecture course and the old lecture-in-the-a.m. and lab-in-the-p.m. routine . . . toward the criterion-referenced individually paced course.

As you know, this implementation strategy requires students to study only what they do not already know, allows them to move ahead at their own pace, but requires them to study and practice until they can demonstrate their competence through measuring instruments that are strictly related to the objectives being assessed. This implementation strategy improves both the efficiency and the humanity of instructional practice.

And the design of courses has changed. Rather than designing instruction mainly by answering the question, "*How much of my subject can I teach in the time allotted,*" the criterion-referenced approach leads to design which responds to the question, "*What, if anything, must be taught in order for students to perform as desired?*" Since the objectives for this type of instruction are usually derived from a task or goal analysis, the instruction is more tightly tuned to the needs of the corporation than was previously the case.

Results

If these are some of the recent trends, what have they done for us? Have they done us any good? Do we have any results worth talking about?

You bet we have! I'd like to review just a few of the results of the past few years, so that you can revel in these fruits of the instructional craft. . . .

The South African Broadcasting Corp. teaches a variety of courses in the operation and maintenance of studio television equipment.

One course has to do with the operation and maintenance of the studio transmitter, and until two years ago was taught in a lecture course that was six months long.

At that point the course was revised, using modern techniques of analysis, design and implementation, and now students learn in a mastery learning format, moving ahead on the basis of their competence. The instructor is available for help whenever it is needed, and students return to their jobs as soon as they can demonstrate their ability to perform as desired.

Results? What used to be a four-week course now takes trainees an average of only two weeks to complete — a 92 per cent saving in instructional time, and a complete elimination of the need for a classroom.

Continental Telephone Co. has just run 400 trainees through a new criterion-referenced course designed to teach managers about the distribution of telephone apparatus, and about how to document the equipment their unit is

using. Though the classroom course was 12 hours long for everybody, the criterion-referenced course requires only an average of five and one half hours to complete. That amounts to a 54 per cent saving in instructional time, while assuring the desired competence of everyone who completes the course.

The U.S. Army is making giant strides in the modernization of its training. For one example, they have modified their course in the diagnosis and repair of the IBM typewriter . . . a course that trains about 1,000 trainees each year. In addition to a reduction in training time of approximately 35 per cent, the Army finds that it no longer has to stockpile students until they have enough bodies to start a class. Training costs have been reduced about 15 per cent, and graduates of the new course can perform as well as graduates of the old course who have had two years of field experience.

For a second example, the Army's Crawler Tractor Operat-

or's course originally required seven weeks to complete . . . for everybody. Now that the course has been modified to reflect the state of the art, trainees learn and practice only those things they don't already know, and are returned to duty as soon as they have become competent.

Ninety per cent of the trainees now complete the course by the end of the seventh week, with 19 per cent requiring only three weeks to reach competence. Only 10 per cent require one or more days more than the original seven-week course.

Benefits other than mere time savings are being realized, since classroom requirements have been reduced by over 50 per cent, and the consumption of fuel has decreased to the point where the Army reports a saving of more than half a million dollars per thousand students trained.

American Airlines

American Airlines is also reporting fuel savings in the millions of gallons per year in a course for the ground training of DC-10 flight crews. This course, which has been reduced from 15 days to an average of eight and a half, applies modern techniques of instructional implementation that assure each trainee just that instruction and practice he/she needs to develop the desired proficiency.

An example from the U.S. Navy illustrates still another type of result achieved during recent years. In a course in computer flowcharting, students with low math aptitude reach the performance criteria as well as those with high math aptitude. Only about 60 per cent of the low math aptitude students reached criterion in the old course. This doesn't mean, of course, that those with low math aptitude are as competent as those of higher math aptitude. What it does mean is that they learn to perform as well as needed to demonstrate the desired level of proficiency.

Both the Los Angeles Police Academy and the Metro Washington D.C. Police Academy have modernized their curricula. Where trainees used to get almost all of

IMPACT

Your Organization In A Changing World

From Richard Hill Associates & VanLynn Associates

Consultants in Human Resource Development

- Slide Presentation
- Cued Script
- Multiple Outlines
- Suggested Applications
- Tested Exercises/Instruments
- Participant Handout
- Annotated Bibliography
- Total Flexibility

45 Slides

3-Ring Binder

\$95.00

MULTIPLE COPY DISCOUNTS

(PLUS POSTAGE AND HANDLING)

IMPACT presents information regarding the significant social and technological forces that are affecting every organization today. It is a *totally flexible* package that provides a visible and concise view of these critical worldwide changes.

Trainers, administrators, planners, functional managers, or anyone concerned with an organization's ability to cope with change, may utilize it in a variety of ways.

Purchasers will be given the exclusive *right to reproduce and/or modify* the script, outlines, participant handout and some instruments for use within their organization.

VanLynn Associates

Princeton-Windsor Office Park
P.O. Box 5200
Princeton, NJ 08540

Circle No. 693 on Reader Service Card

their instruction in a classroom, listening to the old sarge tell them how it was, they now work through a criterion-referenced course derived from analysis. They work at their own pace, and practice the skills until they can perform at least as well as the criteria demand. And when they *can* perform, they are finished.

In Metro D.C., there has been a substantial savings of time, money and people, as trainees now require between 12 and 16 weeks to complete the course, in contrast with the previous 16 weeks for everyone, whether they needed it or not.

Los Angeles prefers to graduate everyone at the same time. As a result, trainees who finish their course before the graduation date are free to work on instructional modules that will help prepare them for advancement.

U.S. Air Force

The U.S. Air Force currently teaches 2,343 courses in a wide variety of subjects.

So far, they have modified 52

per cent of those courses to operate more or less at the state of the art. Their expression is "Instructional Systems Design" and they talk about "ISDing a course." (Even so, there is a great deal of variability in the degree to which these courses have been modified to match the state of the art.)

Nevertheless, the Air Force is reporting a savings of from 10 to 25 per cent in the number of instructional hours required, with airman training reduced from 15 months to an average of 12.7 months. Now, that may not seem like a very large improvement in instructional efficiency . . . so let me put it this way. Had they *not* given these courses the ISD treatment, they would need 4,000 more personnel to accomplish the same amount of training.

While they still have a long way to go, the results of their efforts to date are impressive and laudable.

Scandinavian Airlines reports an interesting experience. They had operated a 16-hour course for all employees returning from leave

of absence (sort of a postpregnancy refresher). When this course was revised on the basis of a task analysis, however, they found that not everyone needed 16 hours to become competent. In fact, the course is now an average of only one hour long, about as long as it takes for people to prove that they can still do what they knew how to do before they went on leave.

Not only is this a 94 per cent savings in time, but it has gone a long way toward wiping out the cost of the course. And in companies that have to do their training in many languages, that savings can be substantial, indeed.

Xerox reports yet another type of result. By operating their course in the installation and maintenance of the 9200 in a self-paced, criterion-referenced manner, hands-on practice both with the machine and its documentation has doubled. This increase in relevant practice has resulted in fewer on-the-job errors starting from the very first day on the job.

After 2 years in the making, American Management Associations proudly announces an important new MULTIMEDIA training program. . .

AMA'S ESSENTIALS OF MANAGEMENT

Practical training in the new skills, roles, and responsibilities of today's managers

AMA's ESSENTIALS OF MANAGEMENT is designed to teach all your managers a common set of skills and techniques. They'll learn to see themselves — not as isolated supervisors or middle managers — but as interacting parts of an overall *management team*. They'll see where and how they fit in . . . and how what they do in their own job affects their superiors, peers, and subordinates.

Quickly your managers will learn to:

- Control their days and prevent common management problems.
- Get the most out of time with effective planning.
- Identify and set realistic objectives.
- Use forecasting techniques to avoid future obstacles.
- Organize projects and assign responsibilities equally.
- Acquire a working knowledge of general management concepts and team-building skills.

For a closer look at AMA's ESSENTIALS OF MANAGEMENT . . . Circle the appropriate number on the Reader Service Card.

Circle No. 682 on Reader Service Card



**A good supervisor
can probably perform
all the jobs
in the department—
but can he or she
teach them?**

The Supervisor's Role in On-The-Job Training gives supervisors the skills to administer a complete on-the-job training program to newly-hired or transferred employees, and to select and train coaches to handle this important—but time-consuming—duty.

Just 5 hours of group or individual instruction enables supervisors, coaches and trainees to speed up the learning process while making sure job skills are thoroughly and safely mastered.

SPECIAL BENEFITS:

- Saves training time and cuts training costs
- Teaches job skills quickly and thoroughly
- Enables trainees to produce on the job even while learning it
- Provides for accurate records of trainees' progress
- Places minimal demands on supervisors' time

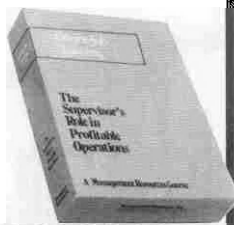
COMPONENTS:

- 2 audio cassettes
- 5 Application Manuals
- 5 Coach's Manuals
- 1 Leader's Guide

ALL FOR ONLY \$49.95!

Quantity discounts on additional manuals will lower the costs per trainee even more!

To order, fill out and return the coupon to Management Resources, Inc., 757 Third Ave., New York, NY 10017 OR CALL 212/888-3330.



To: Management Resources, Inc.

- Please send _____ copies of ON-THE-JOB TRAINING @ \$49.95 each.
- Send additional information on other supervisory programs
- Payment enclosed Bill organization

Name _____

Organization _____

Address _____

City _____ State _____ Zip _____

Circle No. 702 on Reader Service Card

AT&T

One of the most interesting and best-documented examples of the application of recent instructional know-how comes from AT&T.

Their course for Long Lines Craftsmen was originally 45 days long. When a task analysis was finally carried out it was found that a full 25 days of that course consisted of irrelevant content and could be eliminated . . . dropping the course to 20 days. Then, when the remaining techniques of the state of the art were applied, the course was reduced another 55 per cent to an average of nine days.

What is interesting about this example is this: though the course was reduced a total of 80 per cent, from 45 days to nine days, the largest portion of that improvement came from application of the results of a task analysis . . . and of the change from group-paced instruction to criterion-referenced self-paced instruction.

The cost to develop this new course was \$350,000. But AT&T reports that between 1968 and 1973 there was a savings of \$37,800,000 from this one course alone.

These are exciting results. The kind of results that make the heart thump in anticipation of tomorrow . . . the kind of results that make one proud to be associated with the instructional craft. What tickles me even more is that there are many more results that might have been described . . . and that some of you are among those responsible for creating these results.

So you see, we have a craft that is very much alive and robust. We have a collection of techniques and procedures that are generating a variety of benefits both for our companies and our trainees. We can say with confidence that we know how to design instruction that works . . . instruction that adds value to our organizations. We know how to do it more cost-effectively than we could just a few years ago. And I think that kind of progress is worth crowing about.

Next?

But we still have work to do! There are still challenges to be

faced. Interestingly, I think these challenges have far less to do with advancing the state of the art than with doing a better job of applying what we already know . . . of getting on with the business of actually doing what we already know how to do. Let me mention just a few. . . .

One challenge has to do with minimizing the obstacle of tradition. This obstacle is characterized by statements such as "I don't care how smart they are, if they haven't been around the company for at least six months, they can't possibly understand the job," and "But we've always done it this way." Now the drag of tradition isn't all bad because it provides a certain stability to our actions. Tradition is sort of the flywheel of activity holding us on a steady course.

The problem arises when tradition holds us on a steady course that is obsolete . . . a course that's no longer functional. And clearly the tradition that causes us first to say how long a course is going to be, and then to decide what to put in it, is obsolete. Clearly the tradition that insists that all students study the same material . . . regardless of what they already know how to do, is obsolete.

The challenge of tradition is met by thinking carefully about each of our current practices and then either maintaining or discarding them on the basis of current value. For example, every course operates by rules or procedures, whether they are made visible or not. One of the ways to neutralize the negative effects of tradition is to write out all of the course procedures that are now in effect, compare them against the desirable or ideal characteristics of instruction, and then to make those course rules approximate the ideal as closely as circumstances will permit.

Another challenge derives from instructor ego. This obstacle is characterized by such comments as "I'm not about to stop teaching the things I like to teach just because they aren't relevant to anything trainees need to know." Or, "My job is to teach it and your job is to

learn it and so I'm going to stand here and tell you all about it."

The challenge is that we still have large numbers of instructors who are adept mainly in standing in front of a group of students and presenting them all with the same information, whether they need it or not . . . much as I am doing now. Many of these instructors are very good at what they do . . . it's just that much of what they do is obsolete.

This challenge is met by recognizing that we have a new ball game and that we need a new kind of player. Instead of selecting instructors for their ability to perform, that is, for their ability to function well on the instructional platform, we need to select instructors for their ability to coach. Rather than select instructors who are reinforced by student comments about how well they organize and present their subject, we need to select instructors who are reinforced by watching students perform . . . who enjoy standing on the sidelines cheering like mad when they see their team making progress.

The role of the instructor has changed during the past few years, and those instructors who have not accepted the challenge of this change are costing their companies more than they are worth.

Manager Naivete

Another challenge arises from the obstacle of manager naivete, characterized by comments such as "When I tell you I want you to make a film, I want you to make a film," and "I told you we have a training problem and I want you to design a course to solve it."

Managers are pretty good at using the tools of management, except when those tools have something to do with people. When it comes to matters of human performance, managers seem not to know the difference between problems and solutions, between means and ends. They talk about training "problems" without understanding that training is not a problem but a solution. They talk about having motivation problems, not realizing that an alleged deficiency in motivation is an indication of poor man-

ANNOUNCING... **Profile**™

A NEW DIMENSION IN ASSESSMENT CENTER IMPLEMENTATION

Development Dimensions Int'l. is pleased to announce PROFILE—a new way for organizations to design and install their own assessment center programs for the selection and development of supervisors, managers, and sales managers.

THE PROFILE PROGRAM PROVIDES...

- Professional program certification.
- Minimized consultant dependence.
- An intensive workshop leading to certification of two Profile administrator/trainers.
- Completely new assessor training aids and videotapes.
- Two administrator manual sets (4 volume)—a condensation of expertise in the development of more than 1,000 assessment center programs for industry and government.
- Lower cost than traditional implementation methods.

RESULTING IN AN ASSESSMENT CENTER PROGRAM THAT...

- Increases the accuracy of selection and promotion decisions.
- Is conducted by your in-house staff who are specially trained by DDI to set up and run an on-going assessment center program.
- Is tailored to specific organization and job requirements in terms of dimensions sought and exercises used.
- Meets legal requirements and Development Dimensions' standards for assessment center operations.
- Fits organizational needs, goals, and human development strategies.

For more information, please return this coupon.

Profile™

For additional information call or write
DEVELOPMENT DIMENSIONS INT'L.
250 Mt. Lebanon Boulevard
Pittsburgh, Pa. 15234
Tel: 412/344-4122

Please send:

- Free Catalog Workshop details
 Conference Schedule

Name _____
Title _____
Company _____
Address _____
City _____
State _____ Zip _____
Tel. No. _____

Circle No. 704 on Reader Service Card

TDP1-107

agement rather than of poor training . . . most of the time. And they often exhibit a certain reluctance to allow the application of the instructional state of the art, as though there were a fear that the consequence would shrink their position, their power, or the size of their empire.

But manager naivete is largely a problem of our own making. Trainers have often behaved as idiotically and contemptuously toward managers as teachers often behave toward parents. Trainers often behave as though managers should magically come to understand every training advance . . . that managers should in some mystical fashion develop a strong appreciation for the value of the training establishment. In other words, trainers often behave as though they feel the management world should beat a path to their training door.

No! The challenge of *manager naivete* is met by shedding some of *our own*. It is met by applying the

same techniques to managers that we apply to training development. It is met by analyzing and understanding the nature of that target population . . . by using training resources to solve *their* problems rather than *ours* . . . and by communicating with them in *their* language rather than in *ours*.

There is also the media challenge. There are more ways to present instruction today than ever, and many of these devices are inexpensive and readily available. Some of them are even easy to use.

But the challenge arises not from the use of media, but from the misuse of media . . . by those whose thoughtless chant is to "*mediate, man, mediate*" . . . who sing, "*Why don't you mediate this lesson?*" . . . whose hit tune seems to be, "*You've got to ac-cent-uate the media,*" as though it were the media that made the instruction work rather than the substance displayed.

Now, all instruction is presented

through some combination of media, whether those combinations include projectors, books or instructors. And some combinations will enhance interest value or teaching value. But to use sophisticated media just because they are there . . . or because you happen to have a crush on them . . . to be a "mediamanic" . . . or "mediamaniac" . . . can be expensive, and can put obstacles in the path of the student.

Example: We're still rather primitive in our use of television and film for instruction. Oh, we're not primitive in the creation of production value . . . only in instructional value. The chroma's fine, but the teaching is marginal in its efficiency. You know, when you hear some people talking you'd hardly know you were in a training department. You hear them saying things such as, "We're gonna lay a heavy mat of music under the intro," and "We're gonna increase the action with single-frame cuts." You hear them talking about creating "productions," about putting together "shows."

I suppose this is inevitable when we recruit our TV and film people mainly from the entertainment industry . . . and then fail to insist that they learn as much about the craft of instruction as they know about their medium.

There's no question that the proper use of media can do a great deal for the quality of our instruction. The challenge is not *whether* to use media . . . we have no choice . . . *the challenge is to select media because they meet an instructional need rather than because they are fun to play with.*

The challenge is met not by eliminating "mediaman" . . . but by insisting that the media folks learn the instructional craft, or by making sure that they are closely supervised by people who do. Unless the media decisions are made by those who are competent in the craft of instruction, media can waste your company "one helluva lot of money."

Finally, I'd like to mention a challenge that seems totally inevitable. Until now, most of our efforts have been put into improving the

A "six-box" learning exercise

DIAGNOSING YOUR ORGANIZATION

by *Marvin R. Weisbord*

At last! An exercise combining theory with pencil work to define "process issues" in organizational terms managers understand. Spot an organization's strengths/weaknesses in Purposes, Structure, Relationships, Rewards, Leadership, and Helpful Mechanisms.

For pairs or large groups. Use in management and supervisory training, team building, new team start-up. Easy to understand, easy to use.

Users say: "Very simple yet thorough model . . ." "A really fine tool with which to diagnose systems."

32-page exercise booklet of text and paper/pencil exercises. 18-page Leader's Guide of design ideas. Introductory set of 2 exercise books and *Leader's Guide*, \$12.00. Small group set of 10 books and *Guide*, \$42.00. Postpaid. Send check with order.

BLOCK PETRELLA ASSOCIATES, INC.
23 East Wynnewood Road, Wynnewood, PA 19096

Circle No. 696 on Reader Service Card

results of instruction . . . saving training time, and cost, while at the same time maintaining or improving the performance capabilities of the trainees. I feel that an imminent challenge will be to cause equally significant improvements in course *development* time.

Until now, we have tolerated sentiments such as "Oh, we don't have enough lead time to do a proper development job," or "It takes a hundred hours to develop one hour of instruction." Baloney. We can develop instruction far more efficiently than we have done to date. We can do it, in part, by carrying out several of the development tasks in parallel rather than in series, and by using bits and pieces of existing materials rather than by inventing the wheel . . . over and over again. Eight years from now we should be able to report as many successes in the improvement of instructional development as we are now able to report in the improvement of instructional results.

So much for immediate chal-

lenges. There is an even greater challenge that I am convinced we will be faced with within the next few years. But to give substance to this challenge I need to review three or four trends of the American economy. *Item:* By its own admission, without massive infusions of new money, the Social Security Administration will probably go broke in four to five years. It is already heavily in the red, and your chance of ever seeing a dime of the money you have contributed is rapidly diminishing. Even if Social Security doesn't manage to go broke, or to break the nation in trying to stay afloat, there is talk of not returning any of your money *at all* unless some bureaucrat decides that you *need* it.

Now, there's no way the politicians are going to let it go broke . . . they are going to keep it going at any expense. And so, the president has proposed an increase in the social security tax paid by individuals, an increase in the tax paid by employers, and he proposes further that, for the first time in

history millions will be drained from the general tax fund.

Item: In 1966, welfare cost us \$4.8 billion per year. A mere 10 years later the welfare cost had zoomed to \$37.8 billion per year, an increase of more than 800 per cent! There are no signs of a leveling off.

Item: The influx of illegal aliens has reached epidemic proportions, with anywhere between 600,000 and 1.8 million illegals entering the country each year . . . some of whom go on welfare 30 days after they arrive. At this rate, within seven years 10 per cent of our population will consist of people who do not pledge their allegiance to our country's laws or customs. After all, if they respected our laws they wouldn't be here.

In California, for example, for only \$350 you can have an illegal alien delivered to your doorstep. For an additional \$150-\$200 they can get forged U.S. alien registrations that open the door to employment . . . in your company.

Item: In response to the "energy

Making managers more effective to help companies grow!

THE LEADERSHIP WORKSHOP

A uniquely personalized four-phase program of management development/behavior modification designed to revitalize professional effectiveness at all levels of leadership.

1977-78 WORKSHOPS

PHASE I:

October 2-7, 1977 Sterling Forest Conference Center, Tuxedo, NY
 October 30 - November 4, 1977 .. Mid Pines Club, Southern Pines, NC
 December 4-9, 1977 Sterling Forest Conference Center, Tuxedo, NY
 January 22-27, 1978 The Cloister, Sea Island, GA
 February 12-17, 1978 The Cloister, Sea Island, GA
 March 12-17, 1978 Sterling Forest Conference Center, Tuxedo, NY
 April 9-14, 1978 Sterling Forest Conference Center, Tuxedo, NY
 April 30 - May 5, 1978 Sterling Forest Conference Center, Tuxedo, NY

May 21-26, 1978 Mt. Hope Conference Center, Williamstown, MA
 June 25-30, 1978 Mt. Hope Conference Center, Williamstown, MA

PHASE III:

December 11-16, 1977 Sterling Forest Conference Center, Tuxedo, NY
 January 29 - February 3, 1978 .. The Cloister, Sea Island, GA
 April 23-28, 1978 Sterling Forest Conference Center, Tuxedo, NY
 June 4-9, 1978 Mt. Hope Conference Center, Williamstown, MA



FOR FURTHER INFORMATION about how this program can help you achieve your company's human resources development objectives, write or phone Anne Marie Upton.

LEADERSHIP DEVELOPMENT ASSOCIATES

99 Kinderkamack Road, Westwood, New Jersey 07675
 (201) 666-9494

Circle No. 710 on Reader Service Card

crisis," Mr. Carter has an energy program. That program consists of a new tax on gasoline, a new tax on domestic crude oil, a new tax on industrial use of oil and natural gas, and a new tax on the use of the automobile.

Item: Inflation is still roaring along at a rate of anywhere between six and 10 per cent, depending on whether you believe the government or your pocketbook. For example, eight years ago the food bill for a family of four was \$49. Today it is \$75 . . . and in 1985 it will be \$115. Eight years ago a hospital room cost \$43 a day, today it costs \$100 a day . . . and in 1985 it will cost \$233 a day. And if the government takes over the health industry you'd have to be pretty naive to think that it will cost you any less.

Financial experts tell us that when you can see prices rising month by month, inflation is already irreversible and out of control . . . and they tell us that infla-

tion ends only in a severe depression.

But you don't need financial experts to tell you about the *direct* effect of inflation: it steals your earning power . . . and at the same time puts you into a higher tax bracket.

Now, regardless of whether you believe that government ought to be bigger or smaller, regardless of whether you believe that government ought to have more control over your lives or less . . . continued inflation and continued tax increases result in a larger proportion of the economy being put under government control. And as the percentage of the gross national product under government control increases, the percentage of the GNP available to the private sector decreases. This means decreasing funds available to companies with which to sustain themselves (and you) and therefore shrinking funds with which to sustain the economy.

I believe that this situation will quickly lead us into a *crisis of competence* . . . a situation in which it will become absolutely mandatory for each and every employee at every level of the company to perform as effectively and efficiently as possible.

And, as we hire more and more people with less and less entering competence to handle more sophisticated jobs . . . this crisis of competence will become even more severe.

Some companies are already responding. Several corporations are moving to cut their surplus staff . . . are moving to eliminate those who do not contribute directly . . . or effectively . . . to the success of the corporation. And in California, one small company recently fired 40 per cent of its marginally useful staff . . . and reports being more productive than ever before.

The implications of a crisis of competence to the training establishment are clear. We will have to make even better use of every shrinking dollar than ever before if we are to be perceived as assets to our organizations rather than as liabilities. We no longer will be able to afford the luxury of courses

that operate at anything less than the state of the instructional art. We no longer will be able to afford the luxury of teaching trainees what they already know, or of insisting that they all remain in training for the same period of time . . . whether or not they are competent. We no longer will be able to afford the luxury of neglecting to find out whether they are competent. We no longer will be able to afford the luxury of teaching our favorite subject, even though that subject is irrelevant to the needs of our trainees and our organizations.

And somehow we will have to help our managements to discover that they no longer can afford the luxury of demanding training when it is clear that training has nothing to do with the solution of their problems.

I think that we can do much to avert this impending crisis of competence. We have the tools, and we are getting results. We know how to train people better and in many instances faster than they were ever trained before. We know how to tightly gear that training to needs of our companies, and we know how to find out whether that training is effective. The question is whether we can put aside our preferences, our hobbies and our biases and rise to the challenge of serving our employers and our trainees when the chips are down.

We know *how*. Whether we have the *will* is up to you!

Copyright © Mager Associates, Inc. 1977.

Dr. Robert F. Mager is president of Mager Associates, Inc., Los Altos Hills, Calif. He is a consultant to industry and education on assignments relating to instructional technology and human performance problem-solving. He is also director of research for Aerospace Education Foundation in Washington, D.C., and research advisor for instructional systems, American Institutes for Research, Palo Alto, Calif. In addition to technical papers and articles, Dr. Mager is the author or coauthor of several texts which have become classics of the professions, including *Preparing Instructional Objectives and Analyzing Performance Problems*.

WIN	<p>WORKSHOP EXTRAORDINAIRE</p> <p>Pick your winners from 2½ days of exciting concurrent entries</p> <p>Nov. 16, 17, 18, 1977 Louisville, Kentucky</p> <p>The feature race . . .</p> <p>A morning with Dr. Don Kirkpatrick discussing "How to Plan and Conduct Productive Business Meetings."</p> <p>Brought to Louisville live from Wisconsin utilizing AT&T's Teleconferencing equipment and the new Electronic Blackboard.</p> <p>Over 25 other workshop entries for Managers, Trainers, Supervisors, Social Workers and Educators.</p> <p>ASTD REGION IV</p>	WIN
WIN	<p>For full details on the ASTD Region IV Conference "Workshop Extraordinaire" contact:</p> <p>Barbara Lane Blue Cross & Blue Shield of Ky. 9901 Linn Station Road Louisville, Ky. 40223 502/423-2364</p>	WIN

Circle No. 707 on Reader Service Card